

Monday, Oct. 16 | 1:45 – 3:00pm Sessions

Track #1 – Transforming Institutions with a Commitment to Diversity

- Title: The Hispanic Experience: Opportunities for Growth and Retention in Christian Colleges and Universities
 - Speaker: Dr. Octavio Esqueda
 - Session 5
 - Room: SGH A
 - Description: This presentation highlights an essential and recent book that provides a much-needed and unique opportunity for Hispanic faculty members in Christian institutions to share their experiences as professors in predominantly white institutions and encourage the next generation of Hispanic scholars coming through the ranks. The book will be especially useful for leaders in Christian higher education. The focus highlights the unique experiences and challenges of being Hispanic in Christian higher education. In a way, our experiences in this book are a gift to our colleagues who are unaware of how difficult it is to navigate the professoriate as Hispanics.

- Title: Diversity Still Matters... From Every Nation
 - Speaker: Vanessa Quainoo
 - Co-Presenter: Carrie Williams
 - Session 70
 - Room: Soderquist 241/242
 - Description: The passage of Scripture in Revelation 7:9 presents a picture of a racially and ethnically diverse Body of Christ gathering around God's Throne to worship and praise Him. Both a declaration as well as a projection of God's plan for the Kingdom, it becomes a thematic principle called Kingdom diversity. This article will present a three-tier perspective on Kingdom diversity and how to revamp foundational structures that can support and sustain its successful implementation. This perspective includes the interweaving of the three processes, intentionality, functionality, and "intergenerationally," which, when operative together, are normative as a Christian praxis for developing Kingdom diversity engagement.

- Title: Creating Sustainable Culture Change
 - Speaker: Jason Fileta
 - Co-Presenter: Andrea Scott
 - Session 40
 - Room: Walker 233
 - Description: Our faith urges us to think bigger, go deeper, and imagine boldly what our campuses would look like as places where all people are welcome and can experience the flourishing in community God intended. The depth of our Christian calling to embrace diversity will not be met simply through annual activities, cultural food tours, and occasional events—we must transform our communities ever closer to the beloved community that is God's Kingdom. In the last 10 years many universities have

introduced DEI programming, activities, and ideas. Many schools have engaged in activities and awareness around diversity for years, but have yet to see culture change through deep, lasting transformation. This presentation will help provide a framework for universities to conceive of their DEI work as part of the fundamental DNA of the university—moving from activities and awareness to transformation and accountability. The inclusive excellence framework is a way to embed diversity into every aspect of university life. We will introduce our approach and draw inspiration from the beautiful example from scripture of multicultural communities uniting for transformation found in the early church: “They devoted themselves to the apostles’ teaching and to fellowship, to the breaking of bread and to prayer” (Acts 2:42).

- Title: Understanding International Undergraduate Students’ Diverse Needs and Issues: Evidence from a CCCU Institution after COVID-19
 - Speaker: Roy Y. Chan
 - Session 63
 - Room: Walker 204
 - Description: In the past two decades, there has been a growing number of international undergraduate students studying at the Council for Christian Colleges & Universities (CCCU) institutions. The influx of international students has contributed to U.S. higher education institutions academically, financially, and culturally. While there are numerous studies addressing international students’ academic experiences in American universities, few researchers have investigated the lived experiences of international students at Protestant, Christian higher education institutions. This session presents results of a survey conducted between January 2023 and May 2023 on the trends and issues facing international students at Lee University in Tennessee. Data participants included 32 international undergraduate students from 18 different countries, including the Caribbean (N=7), Brazil (N=3), South Africa (N=3), Canada (N=2), Ireland (N=2), the United Kingdom (N=2), Nigeria (N=2), Australia (N=1), New Zealand (N=1), Honduras (N=1), Indonesia (N= 1), Kenya (N=1), Poland (N=1), Russia (N=1), Serbia (N=1), and Singapore (N=1). In total, 30 questions were asked. The results show five key challenges international undergraduate students experience on campus at Lee: 1) academic study and support, 2) transition and sense of belonging, 3) integration with local U.S. students, 3) tuition and fees, and 5) mental health and well-being. This study contributes to the emerging literature on the experiences of international students in Christian higher education and, more specifically, why international students still matter at CCCU institutions. As the number of international students continues to grow in the post-COVID-19 era, this research-based session will highlight the status and needs of these diverse students at CCCU institutions.

- Title: It Takes More Than Strategy: Employing Discernment to Effectuate Change
 - Speaker: Keith Hall
 - Session 76
 - Room: Walker 233

- Description: Advancing diversity, equity, and inclusion as Kingdom distinctives within a Christian higher education institution is an imperfect, non-contiguous process that requires more than strategy. Even with a well-formed strategy, leading change can be an arduous task that is labored, cumbersome, and filled with a host of expected and unexpected obstacles that impede progress and sometimes brings a change process to a screeching halt. Leadership guru, Peter Drucker shared, “culture eats strategy for breakfast.” During this session, participants will reflect on five (5) discerning questions that may be useful in cultivating a culture of curiosity, conversation, and contribution that translates to effectuating change and establishing diversity as an institutional value.

Track #2 – Curricular/Co-Curricular Initiatives

- Title: Teaching for Shalom: Anchoring Theological Commitments to Diversity in the Curriculum
 - Speaker: Christy Gardner
 - Co-presenter: Yicaury Melo
 - Session 65
 - Room: SGH C
 - Description: Diversity, equity, and inclusion are central to the gospel message and the faith and learning enterprise of Christian higher education. DEI initiatives often focus on recruitment and hiring efforts in order to create institutional communities reflective of the Kingdom of God. A commitment to diversity also must impact the curriculum, teaching students with the skills, knowledge, and dispositions necessary to value and pursue diversity in their vocations and communities. For Christian colleges and universities, the impetus for teaching diversity is consistent with their Christian commitments; yet without a strong connection to an institution’s theological commitments and operationalization within the curriculum, DEI initiatives—whether in recruitment or the curriculum—can be dismissed as political-cultural mandates or nonessential wishful thinking, irrelevant to the educational mission.

This session offers a case study for anchoring theological commitments to diversity in the undergraduate Christian liberal arts curriculum. Attendees will learn how one institution, Gordon College, navigated student protests in the wake of the racial violence of 2020; created a safe space for student-faculty listening sessions on campus microaggressions; and moved the faculty through shared governance to adopt a core curriculum revision to include required learning outcomes for instruction on shalom. The session co-presenters represent the academic and student development divisions and will share an analysis of the case, highlighting both the successes and challenges from the faculty, staff, and student perspectives. The co-presenters will share strategies for curriculum development and diversity learning outcomes from additional CCCU institutions and facilitate a discussion on best practices.

- Title: Using Healing Circles to Connect University Stakeholders
 - Speaker: April Harris Akinloye
 - Session 7
 - Room: SGH C

- Description: Pepperdine University's Larry D. Kimmons Truth, Racial Healing, and Transformation Initiative has focused on the national Truth, Racial Healing, and Transformation (TRHT) movement's five pillars of positive societal transformation (Narrative Change, Racial Healing and Relationship Building, Separation, Law, and Economy) as foci for our community belonging work. As a new department, Pepperdine's Office for Community Belonging utilized Dr. Gail Christopher's Racial Healing Circle pedagogy (which we branded as Community Belonging Circles) strategically to build relationships and trust with our Board of Regents, senior leadership team, schools, faculty, staff, and student groups. In this highly interactive workshop, CCCU participants will experience a sense of connection by sharing personal stories in a comfortable, warm environment. After participating in this facilitated Community Belonging Circle, the circle facilitators will engage participants in dialogue about the purpose, method, and applicability of such circles.

- Title: Designing for DEI Integration, and the Importance of BI
 - Speaker: Annie Els
 - Session 2
 - Room: Soderquist 110
 - Description: This session, led by a Learning Experience Designer for Indiana Wesleyan University's National & Global Campus, will focus on developing high-quality courses that include the following criteria related to diversity:
 1. The course employs a wide variety of strategies and instructional approaches that support active and engaged learning.
 2. The needs of adult, exceptional, and diverse learners are evident in materials, activities, and other supporting resources.
 3. The course materials model awareness, inclusivity, and sensitivity to different cultural perspectives.

- Title: Best Practice Strategies for Teaching English Language Learners
 - Speaker: Mary Beth Pollema
 - Session 34
 - Room: Walker 204
 - Description: A multitude of factors including recent refugee resettlement programs, an influx in immigration, school choice legislation, etc., is creating a more diverse demographic in many Christian K-12 schools and institutions of higher education. As campus communities, it is essential that we foster a welcoming sense of community for all students, especially those from racial, ethnic, and linguistic minority groups. But welcoming students in the front door is only the beginning. As educators, we must also empower all students to succeed in our courses, which includes utilizing best practice pedagogy. One piece of this is being equipped to teach students who speak languages other than English as their first language. However, many teachers do not have a background in teaching English Language Learners and may feel ill-prepared to meet the specific learning needs of these students. If that's you and you are looking for

teaching strategies to better serve English Language Learners in your courses, this session is for you! Sheltered Instruction Observation Protocol (S.I.O.P.) features researched best practices that target language acquisition and comprehension and will provide a structure for the pedagogical choices we make in our lesson plans and units. This session will include an introduction to the S.I.O.P. framework, ideas you can apply directly to your lessons, and resources to grow from there.

Track #3: Voices of Our Friends

- Title: Immigration Advocacy as Solidarity
 - Speaker: Liliana Reza
 - Co-Presenter: Matthew Sorens
 - Session 62
 - Room: Soderquist 241/242
 - Description: World Relief (WR) and Evangelical Immigration Table (EIT) will lead a session called “Immigration Advocacy as Solidarity.” This session will focus on three key components: 1) defining advocacy, solidarity, and why it matters on Christian college campuses by exploring and deepening our understanding of social justice and solidarity as advocacy through a biblical lens, 2) empowering student voices by equipping and creating spaces for creative and experiential learning and/or expanding of perspectives, and lastly, 3) providing case studies and opportunities for grassroots advocacy on CCCU campuses, including but not limited to EIT/World Relief internships and volunteer opportunities as well as co-curricular and curricular models of experiential learning through border trips and Capitol Hill visits.

- Title: The Sound of Belonging
 - Speaker: Te'Asia Martin
 - Session 23
 - Room: Soderquist 110
 - Description: As diversity fades as a “hot topic” and remains as a necessity for higher education to maintain its relevance in today’s marketplace, Christian higher education needs tangible tools to complement the spiritual understanding of diversity and inclusion to overcome visible and invisible microaggressions, othering, and exclusionary practices that are common to higher education. While creating a campus culture/campus identity demands inclusion and exclusion synonymously, most professionals grapple with the ways to include those who share same and similar values expressed differently and those who have been historically underrepresented in higher education while creating a campus culture. This workshop will use a musical metaphor to introduce the value of belonging to professionals, and it will offer reflective considerations for how each institution can mindfully include those who are often overlooked or not considered, ranging from collegial relationships to student relationships.

Track #4: Resiliency & Leadership

- Title: What's Identity Got to Do with It?: Intersectionality and Leadership
 - Speaker: Norlan Hernandez
 - Session 10
 - Room: SGH A
 - Description: This workshop argues that leadership is embodied through the intersectionality of our identity. The workshop is structured around four major sections. First, it will introduce and discuss the concept of intersectionality. Second, it will propose that the framework offered by the concept of cultural humility helps leaders better understand and lean into intersectionality. The third section is a discussion on personal and professional identity development. The fourth section takes the concepts of intersectionality, cultural humility, and the insights from identity formation to offer a nuanced definition of leadership. This workshop ends with practical suggestions on embodying leadership.

Track #5: Emerging Leaders and Career Paths

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